



English 11

Core 40 End-of-Course Assessment
Item Sampler

INDIANA
CORE40

Indiana Department of Education
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Dear Colleague:

In the Core 40 End-of-Course Assessment Item Sampler, you will find information designed to guide, direct and clarify your efforts in preparing for and administering Indiana's Core 40 End-of-Course Assessments (ECAs). We want your students to be as well-prepared as possible when they take the Core 40 ECAs.

As high school teachers, your guidance and knowledge of the Indiana Academic Standards assessed on the Core 40 ECAs, and your familiarity with all aspects of test administration, are critically important to students' success on the tests and with the rest of their coursework. You influence their choices and futures, including their academic achievements.

We expect that the information provided in this sampler will arm you with the necessary material to help educate and motivate your students. Additional information about Core 40 End-of-Course Assessments is available online at www.doe.state.in.us/core40eca.

Thank you for all you do to prepare students to meet the challenges they will face in this ever-changing and challenging world.

Sincerely,

A handwritten signature in black ink that reads "Dr. Suellen Reed". The signature is written in a cursive, flowing style.

Dr. Suellen Reed
Superintendent of Public Instruction

Introduction

The Indiana Department of Education (DOE) has developed item samplers to provide students, teachers, administrators, and the public with examples of the types of items that will appear on the End-of-Course Assessments (ECAs). IDOE staff, Indiana teachers, Indiana school administrators, and higher education faculty worked together to write and to edit items. The items went through a process of editing and review to improve, correct, or eliminate poor items.

These item samplers are not practice tests. They represent the types of questions that might appear on future ECAs and can serve as models when teachers are constructing test items for classroom assessment. The samplers include sample test items (questions) and scoring rubrics that reflect Indiana's Academic Standards. All items included in these samplers are samples only and are **not** actual test items. There are three types of test questions: multiple-choice, constructed response, and essay. Some of the constructed response questions require short written answers and other questions require longer written answers. The example of an essay question appears only in the English 11 item sampler.

A test blueprint was developed for each content area prior to test development. The test blueprints are public documents designed to communicate the content of the ECAs. The item samplers provide a breakdown, by approximate percent, of each Standard covered. Although this information is included in the item samplers, the items selected and the Standards covered do not represent an entire assessment.

A condensed version of Indiana's Academic Standards is also included in each item sampler. They describe what all Indiana students should know and be able to do upon completing a course. Complete copies of the Standards can be obtained from the Indiana Department of Education or from the Web site <http://www.doe.state.in.us/standards>.

Frequently Asked Questions

What are Core 40 End-of-Course Assessments?

Aligned with Indiana's Academic Standards, End-of-Course Assessments are final exams measuring what students know and are able to do upon completion of targeted Core 40 courses. The Core 40 End-of-Course Assessments are designed to ensure the quality, consistency, and rigor of Core 40 courses across the state.

What are the stakes for schools?

As part of Indiana's School Accountability System under P.L. 221, the End-of-Course Assessments are indicators of school improvement and schools must participate in order to achieve the top two school performance categories ("Exemplary Progress" and "Commendable Progress").

Are students required to pass the End-of-Course Assessments?

This is a local decision. If schools choose to incorporate the ECAs into local grading, it is recommended scores on these assessments should not be used for more than one-third of a student's grade. At this time, there are no "stakes" for students at the state level.

How are special needs and LEP students accommodated on the End-of-Course Assessments?

The accommodations for the End-of-Course Assessments will be based upon those observed for ISTEP+. Generally, that means that a student will receive the same testing accommodations as those that occur throughout the student's education program. Please refer to ISTEP+ 2005-2006 Program Manual, Appendix G for more specific information: www.doe.state.in.us/istep/welcome.html.

How will test security for the required End-of-Course Assessments be handled?

Test security for the End-of-Course Assessments will be handled in a manner similar to ISTEP+. Teachers and students will not be given advanced knowledge of the test content prior to administration and testing materials may not be copied or printed. The Corporation Test Coordinator will be responsible for ensuring the security of all test materials and preventing unauthorized circulation of copies of the tests.

How are the items that appear on the End-of-Course Assessments developed?

Committees that consist of Indiana K-12 educators and administrators, higher education faculty, and IDOE staff work, along with the testing vendor, to review, revise, and approve items. A separate committee reviews the passages and items for sensitivity/bias issues.

English/Language Arts

Indiana's Academic Standards for English 11

- ❑ **Reading: Word Recognition, Fluency, and Vocabulary Development**
Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.
- ❑ **Reading: Comprehension and Analysis of Nonfiction and Informational Text**
Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (available online www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 11, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.
- ❑ **Reading: Comprehension and Analysis of Literary Text**
Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as selections in the **Indiana Reading List** (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 11, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.
- ❑ **Writing: Processes and Features**
Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).
- ❑ **Writing: Applications (Different Types of Writing and Their Characteristics)**
At Grade 11, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description of texts (research reports of 1,200 to 1,500 words or more). Students are introduced to writing reflective compositions and historical investigation reports and become familiar with the forms of job applications and résumés. Students deliver multimedia presentations on varied topics. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.
- ❑ **Writing: English Language Conventions**
Students write using Standard English conventions.
- ❑ **Listening and Speaking: Skills, Strategies, and Applications**
Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

NOTE: These pages provide an overview of the Indiana Academic Standards. The IDOE Web site at <http://www.doe.state.in.us/standards> contains a complete version of Indiana's Academic Standards, which may be downloaded.

Indiana's Academic Standards for English 11

Types of items on the English/Language Arts 11 End-of-Course Assessment:

- **Multiple-choice** – The answer to the question can be found in one of four answer choices provided.
- **Constructed Response** – Some questions require either short written answers or longer written answers.
- **Essay** – An essay item requires a multiple-paragraph written response to a writing prompt.

Indiana Core 40 End-of-Course Assessment English/Language Arts Grade 11 Blueprint*

Approximate Weight**	Reporting Category	Standards Covered
11%	Reading Comprehension	Standard 1: Reading: Word Recognition, Fluency, and Vocabulary Development
27%	Reading Comprehension	Standard 2: Reading: Comprehension and Analysis of Nonfiction and Informational Text
25%	Reading Comprehension	Standard 3: Reading: Comprehension and Analysis of Literary Text
22%	Writing Applications	Standards 4 and 5: Writing: Processes, Features, and Applications
15%	Language Conventions	Standard 6: Writing: English Language Conventions

*The test blueprint is a public document designed to communicate the content of the Indiana Core 40 ECA.

**The weight assigned to each category is the approximate percent of the total score points that category is assessed on the ECA.

Passage 1

From the September 26, 1960 Presidential Debates – Vice-President Richard Nixon and Senator John F. Kennedy

NOTE: The following is an excerpt from the first Presidential debate ever televised. The candidates were Republican Richard M. Nixon and Democrat John F. Kennedy. One of the reporters asking the candidates questions was Sander Vanocur of NBC News. Debate moderator was Howard K. Smith of CBS News. Verbal pauses, recorded as “uhs” and with dashes, have been edited from the original transcript.

MR. VANOCUR: Mr. Vice President...Republican campaign slogans... say it's experience that counts...implying that you've had more governmental executive decision-making experience than your opponent. Now, in his news conference on August twenty-fourth, President Eisenhower was asked to give one example of a major idea of yours that he adopted. His reply was, and I'm quoting; "If you give me a week I might think of one. I don't remember." Now that was a month ago, sir, and the President hasn't brought it up since, and I'm wondering, sir, if you can clarify which version is correct, the one put out by Republican campaign leaders or the one put out by President Eisenhower?

MR. NIXON: Well, I would suggest, Mr. Vanocur, that if you know the President that was probably a facetious remark. I would also suggest that insofar as his statement is concerned, that I think it would be improper for the President of the United States to disclose the instances in which members of his official family had made recommendations, as I have made them through the years to him, which he has accepted or rejected. The President has always maintained and very properly so that he is entitled to get what advice he wants from his Cabinet and from his other advisers without disclosing that to anybody including as a matter of fact the Congress. Now, I can only say this. Through the years I have sat in the National Security Council. I have been in the Cabinet. I have met with the legislative leaders. I have met with the President when he made the great decisions with regard to Lebanon, Quemoy and Matsu, other matters. The President has asked for my advice. I have given it. Sometimes my advice has been taken. Sometimes it has not. I do not say that I have made the decisions. And I would say that no president should ever allow anybody else to make the major decisions. The president only makes the decisions. All that his advisers do is to give counsel when he asks for it. As far as what experience counts and whether that is experience that counts, that isn't for me to say. I can only say that my experience is there for the people to consider; Senator Kennedy's is there for the people to consider. As he pointed out, we came to the Congress in the same year. His experience has been different from mine. Mine has been in the executive branch. His has been in the legislative branch. I would say that the people now have the opportunity to evaluate his as against mine and I think both he and I are going to abide by whatever the people decide.

MR. SMITH: Senator Kennedy.

MR. KENNEDY: Well, I'll just say that the question is of experience and the question also is what our judgment is of the future, and what our goals are for the United States, and what ability we have to implement those goals. Abraham Lincoln came to the presidency in 1860 after a rather little known session in the House of Representatives and after being defeated for the Senate in fifty-eight and was a distinguished president. There's no certain road to the presidency. There are no guarantees that if you take one road or another that you will be a successful president. I have been in the Congress for fourteen years. I have voted in the last eight years and the Vice President was presiding over the Senate and meeting his other responsibilities. I have met decisions over eight hundred times on matters which affect not only the domestic security of the United States, but as a member of the Senate Foreign Relations Committee. The question really is: which candidate and which party can meet the problems that the United States is going to face in the sixties?

Passage 2

Autumn

by Emily Dickinson

- [1] The morns are meeker than they were,
[2] The nuts are getting brown;
[3] The berry's cheek is plumper,
[4] The rose is out of town.
- [5] The maple wears a gayer scarf,
[6] The field a scarlet gown.
[7] Lest I should be old-fashioned,
[8] I'll put a trinket on.

Sample Test Items

Standard 1: Reading: Word Recognition, Fluency and Vocabulary Development

Question 1 is based on the “Nixon-Kennedy 1960 Presidential Debates” excerpt found on page 7.

1 In the first part of his response, Nixon is comparing a family and presidential advisers in terms of

- A the degree of their success.
- B the failures they experienced.
- ✓ C their influence on decision-making.
- D their inability to solve problems.

Standard 2: Reading: Comprehension and Analysis of Nonfiction and Informational Text

Questions 2, 3, 4, and 5 are based on the "Nixon-Kennedy 1960 Presidential Debates" excerpt, found on page 7.

- 2** Why does Senator Kennedy refer to President Abraham Lincoln's coming to the presidency in 1860 as follows: "...after a rather little known session in the House of Representatives and after being defeated for the Senate in fifty-eight and was a distinguished president"?
- A to compare President Lincoln to President Eisenhower
 - B to compare the House of Representatives to the Senate
 - ✓ C to compare himself to Lincoln
 - D to compare Nixon to Lincoln
- 3** Why might Nixon have chosen to respond in a sequence of short, simple sentences, such as "The President has asked for my advice. I have given it. Sometimes my advice has been taken. Sometimes it has not"?
- ✓ A to convey a sense of decisiveness
 - B to remind inattentive listeners of the topic
 - C to demonstrate his superior debate skills
 - D to portray himself as unpolished but sincere
- 4** Which statement BEST summarizes the main argument or position presented by both candidates regarding their qualifications for the job of President?
- A The kind and amount of governmental experience is really irrelevant in determining which candidate is best qualified.
 - B Nixon has more experience with international issues; Kennedy has more experience with national issues.
 - C Neither candidate has much governmental experience, but both are willing to gain more experience on-the-job.
 - ✓ D They both have considerable experience, and it is up to the public to decide who the better candidate is.

- 5** Reporter Sander Vanocur begins his question with a quotation from President Eisenhower about Vice-President Nixon. What does the quotation imply about Vice-President Nixon's qualifications to be President? How does Nixon respond to this implication? Write your response on the lines below.

Exemplars:

- Eisenhower is implying Nixon is unqualified, inexperienced, or unsuited.
- The campaign slogan about Nixon's experience is not supported or is undermined by Eisenhower's view.
- Eisenhower's comment implies he doesn't take Nixon very seriously or he does not have respect for Nixon's qualifications.
- Nixon says Eisenhower is not being serious; he is being humorous.
- Nixon attempts to deflect what might be interpreted as criticism.
- Nixon says Eisenhower's response is based on his not wanting to indicate that lower-ranking officials are making final decisions.
- Nixon says Eisenhower is open to advice but as president he is free to accept or reject that advice.
- Other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | Versions of two exemplars |
| 1 point | Version of one exemplar |
| 0 points | Other |

Standard 3: Reading: Comprehension and Analysis of Literary Text

Questions 6, 7, 8, and 9 are based on the Emily Dickinson poem "Autumn" found on page 8.

6 When Emily Dickinson writes the phrases "morns are meeker" and "the rose is out of town," she is using words that

- A imitate sounds or represent sound in their meaning.
- ✓ B talk about a nonhuman thing or quality as if it were human.
- C refer indirectly to another work of literature.
- D repeat vowel sounds but not consonant sounds.

7 The author's tone in "Autumn" is BEST described as

- ✓ A cheerful.
- B scientific.
- C indifferent.
- D serious.

8 The line "The maple wears a gayer scarf" evokes an image of a tree

- ✓ A with multi-colored leaves.
- B with a scarf caught in its branches.
- C covered with snow.
- D filled with birds.

9 What comment or observation is Dickinson making about autumn? Explain the meaning of Dickinson's last two lines in relation to her overall theme.

Exemplars:

- Dickinson sees or describes seasonal changes.
- Dickinson observes physical changes in the environment.
- Dickinson describes the typical appearance of autumn in a northern climate.
- Autumn is beautiful; Dickinson will try to make herself look attractive, too.
- Dickinson will add some ornamentation to be as stylish as her surroundings.
- Dickinson has used figurative language to give nature human qualities, such as the ability to wear clothing (scarf, gown); Dickinson becomes like the things in nature when she puts on a trinket.
- Other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | Versions of two exemplars |
| 1 point | Version of one exemplar |
| 0 points | Other |

Elaborated Writing Applications Rubric Grades 6-12

SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

IDEAS AND CONTENT

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea without going off on tangents?
- stay completely focused on topic and task?

Does the writing sample include thorough, relevant, and complete ideas? Does it

- include in-depth information and exceptional supporting details that are fully developed?
- fully explore many facets of the topic?

ORGANIZATION

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?
- progress in an order that enhances meaning?
- include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?

STYLE

Does the writing sample exhibit exceptional word usage? Does it

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?
- demonstrate control of a challenging vocabulary?

Does the writing sample demonstrate exceptional writing technique?

- Is the writing exceptionally fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

VOICE

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a strong sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: A very brief paper, consisting of two to three simple sentences, will not be scored; it is considered too brief to evaluate for the scoring of an English 11 End-of-Course Assessment.

Elaborated Writing Applications Rubric Grades 6-12

SCORE POINT 5

A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

IDEAS AND CONTENT

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea without going off on tangents?
- stay focused on topic and task?

Does the writing sample include many relevant ideas? Does it

- provide in-depth information and more than adequate supporting details that are developed?
- explore many facets of the topic?

ORGANIZATION

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?
- progress in an order that enhances meaning of text?
- include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)

STYLE

Does the writing sample exhibit very good word usage? Does it

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?
- demonstrate control of vocabulary?

Does the writing sample demonstrate very good writing technique?

- Is the writing very fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

VOICE

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: A very brief paper, consisting of two to three simple sentences, will not be scored; it is considered too brief to evaluate for the scoring of an English 11 End-of-Course Assessment.

Elaborated Writing Applications Rubric Grades 6-12

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

IDEAS AND CONTENT

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

ORGANIZATION

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

STYLE

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

VOICE

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit an appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: A very brief paper, consisting of two to three simple sentences, will not be scored; it is considered too brief to evaluate for the scoring of an English 11 End-of-Course Assessment.

Elaborated Writing Applications Rubric Grades 6-12

SCORE POINT 3

A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

IDEAS AND CONTENT

Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- attempt a unifying theme or main idea?
- stay somewhat focused on topic and task?

Does the writing sample include some relevant ideas? Does it

- include some information with only a few details, or list ideas without supporting details?
- explore some facets of the topic?

ORGANIZATION

Is there an attempt to logically organize ideas in the writing sample? Does the writing

- have a beginning, a middle, or an end that may be weak or absent?
- demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)
- demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)

STYLE

Does the writing sample exhibit ordinary word usage? Does it

- contain basic vocabulary, with words that are predictable and common?
- demonstrate some control of vocabulary?

Does the writing sample demonstrate average writing technique?

- Is the writing generally fluent?
- Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?
- Is it generally ordinary and predictable?

VOICE

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?
- demonstrate little sense of audience?
- generally lack an original perspective?

NOTE: A very brief paper, consisting of two to three simple sentences, will not be scored; it is considered too brief to evaluate for the scoring of an English 11 End-of-Course Assessment.

Elaborated Writing Applications Rubric Grades 6-12

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

IDEAS AND CONTENT

Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- attempt a main idea?
- sometimes lose focus or ineffectively display focus?

Does the writing sample include few relevant ideas? Does it

- include little information and few or no details?
- explore only one or two facets of the topic?

ORGANIZATION

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

STYLE

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Some words may be used incorrectly.)
- demonstrate minimal control of vocabulary?

Does the writing sample demonstrate minimal writing technique?

- Does the writing exhibit some fluency?
- Does it rely mostly on simple sentences?
- Is it often repetitive, predictable, or dull?

VOICE

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: A very brief paper, consisting of two to three simple sentences, will not be scored; it is considered too brief to evaluate for the scoring of an English 11 End-of-Course Assessment.

Elaborated Writing Applications Rubric Grades 6-12

SCORE POINT 1

A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

IDEAS AND CONTENT

Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it

- difficult for the reader to discern the main idea?
- too brief or too repetitive to establish or maintain a focus?

Does the writing sample include very few relevant ideas?

- Does it include little information with few or no details or unrelated details?
- Is it unsuccessful in attempts to explore any facets of the prompt?

ORGANIZATION

Are the ideas in the writing sample organized illogically?

- Does it have only one or two of the three elements: beginning, middle, or end?
- Is it difficult to follow, with the order possibly difficult to discern?
- Are transitions weak or absent (e.g., without topic sentences)?

STYLE

Does the writing sample exhibit less than minimal word usage? Does it

- contain limited vocabulary, with many words used incorrectly?
- demonstrate minimal or less than minimal control of vocabulary?

Does the writing sample demonstrate less than minimal writing technique? Does it

- lack fluency?
- demonstrate problems with sentence patterns?
- consist of writing that is flat and lifeless?

VOICE

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate difficulty in choosing an appropriate register?
- demonstrate a lack of a sense of audience?
- lack an original perspective?

NOTE: A very brief paper, consisting of two to three simple sentences, will not be scored; it is considered too brief to evaluate for the scoring of an English 11 End-of-Course Assessment.

Writing Applications Overview Grades 6-12

Score Level	Ideas and Content	Organization	Style	Voice
	Does the writing sample:	Does the writing sample:	Does the writing sample:	Does the writing sample:
6	<ul style="list-style-type: none"> fully accomplish the task? include thorough, relevant, and complete ideas? 	<ul style="list-style-type: none"> organize ideas logically? 	<ul style="list-style-type: none"> exhibit exceptional word usage? demonstrate exceptional writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
5	<ul style="list-style-type: none"> fully accomplish the task? include many relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically? 	<ul style="list-style-type: none"> exhibit very good word usage? demonstrate very good writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
4	<ul style="list-style-type: none"> accomplish the task? include relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically? 	<ul style="list-style-type: none"> exhibit good word usage? demonstrate good writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
3	<ul style="list-style-type: none"> minimally accomplish the task? include some relevant ideas? 	<ul style="list-style-type: none"> exhibit an attempt to organize ideas logically? 	<ul style="list-style-type: none"> exhibit ordinary word usage? demonstrate average writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
2	<ul style="list-style-type: none"> only partially accomplish the task? include few relevant ideas? 	<ul style="list-style-type: none"> exhibit a minimal attempt to organize ideas logically? 	<ul style="list-style-type: none"> exhibit minimal word usage? demonstrate minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?
1	<ul style="list-style-type: none"> fail to accomplish the task? include very few relevant ideas? 	<ul style="list-style-type: none"> organize ideas illogically? 	<ul style="list-style-type: none"> exhibit less than minimal word usage? demonstrate less than minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The Elaborated Writing Applications Rubric is used for actual scoring.

Language Conventions Rubric Grades 6-12

Score	Does the writing sample exhibit a good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Do words have very few or no capitalization errors? • Do sentences have very few or no punctuation errors? • Do words have very few or no spelling errors? • Do sentences have very few or no grammar or word usage errors? • Writing has very few or no paragraphing errors. • Writing has very few or no run-on sentences or sentence fragments.
Score	Does the writing sample exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> • Do words have occasional capitalization errors? • Do sentences have occasional punctuation errors? • Do words have occasional spelling errors? • Do sentences have occasional grammar or word usage errors? • Writing may have occasional paragraphing errors. • Writing may have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Do words have frequent capitalization errors? • Do sentences have frequent punctuation errors? • Do words have frequent spelling errors? • Do sentences have frequent grammar or word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Do words have many capitalization errors? • Do sentences have many punctuation errors? • Do words have many spelling errors? • Do sentences have many grammar and word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.

NOTE: These rubrics are applied holistically, with no element of the rubric intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper, consisting of two or three sentences, may receive no more than 2 score points.

Standards 4 and 5: Writing: Processes, Features, and Applications

Student writing is evaluated according to the six-point “Elaborated Writing Applications Rubric” on pages 14-19.

The sample writing prompt below requires an expository essay.

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Essay

“Do not be too moral. You may cheat yourself out of much life. Aim above morality. Be not simply good; be good for something.” - Henry David Thoreau

Respond to Thoreau’s quote by writing an essay that interprets the meaning of his statement. Cite your experiences, observations, or other readings of Thoreau’s work that illustrate his idea of not simply being good, but being good for something.

Your essay should contain at least five paragraphs and will be scored on the following aspects of your writing:

- Ideas and content: Does your essay accomplish the assigned task?
- Organization: Does your essay contain an introduction, a body, and a conclusion?
- Style: Do the language and vocabulary in your essay help to convey a clear message and to create interest?
- Voice: Are the tone and language appropriate for your intended audience?
- Language Conventions: Have you used correct sentence structure, grammar, and punctuation?

Standard 6: Writing: English Language Conventions

12 What type of an error has the writer of this sentence made?

Prior to the activity, each student will decide how far they wish to pursue their educational career.

- A spelling
- B capitalization
- ✓ C pronoun antecedent agreement
- D run-on sentence construction

13 What additional word in the sentence should be capitalized?

The Savannah college of Art and Design is located in the beautiful Atlantic coastal city, Savannah, in southeastern Georgia.

- ✓ A college
- B of
- C coastal
- D southeastern

